



2013 EDUCATION AND SKILLS DEVELOPMENT ANNUAL PROGRESS REPORT



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Acronyms

AWBP	Annual Work Planning and Budgets
CP	Cooperating Partners
DfID	Department for International Development
DEBS	District Education Boards Secretary
DLMs	Disbursement Linked Milestones
ECE	Early Childhood Education
ELMT	Education Leadership Training
ECCDE	Early Childhood Care Development and Education
EBS	Education Broadcasting Services
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
FRA	Fiduciary Risk Assessment
FMAP	Financial Management Action Plan
FTC	Financial Technical Committee
GRZ	Government of the Republic Of Zambia
GPE	Global Partnership for Education
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GCE	General Certificate of Education
GER	Gross Enrolment Ratio
HQ	Headquarter
JAR	Joint Annual Review
KPIs	Key Performance Indicators
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education

MOESP	Ministry of Education Strategic Plan
MDG's	Millennium Development Goals
NIF	National Implementation Framework
NER	Net Enrolment Ratio
NAS	National Assessment Survey
OVC	Orphans and Vulnerable Children
OAG	Office of the Auditor General
PE's	Personal Emoluments
PTR	Pupil Teacher Ratio
PAF	Performance Assessment Framework
PETS	Public Expenditure Tracking Survey
PLIS	Provincial Learner Improvement Strategy
PITC	Policy Implementation Technical Committee
SBCPD	School Based Continuous Professional Development
SDS	Sector Development Support
SMT	School and Management Training
SNDP	Sixth National Development Plan
TEVET	Technical Education and Vocational Training
UPE	Universal Primary Education
ZMW	Zambian Kwacha
ZESCO	Zambia Electricity Supply Cooperatio

Foreword

The sector has continued to maintain its momentum towards meeting the goals it has set for itself. There has been significant growth in enrolments that was wrought by the continued implementation of tuition free education at primary school level. In the period 2000-2013 enrolments in Grades 1 to 7 increased by 87.5 percent from 1.6 million learners in 2000 to 3.0 million in 2013. The growth in quantitative terms was complemented with a renewed focus on interventions that were aimed at improving the quality and relevance of education and skills development. In this regard, the Ministry of Education, Science, Vocational Training and Early Education implemented specific strategies that were meant to address quality issues such as teacher recruitment, procurement of education materials, infrastructure development and curriculum reform. To this effect, 4322 teachers, for the first time including 1000 Early Childhood Education teachers, were recruited and deployed countrywide and the construction of 30 out of 83 new secondary schools had reached an advanced stage enough them to enrol grades 8 and 10 learners. In 2012, the Government also established 700 Early Childhood Education centres. Other strategies included; the procurement of learning and teaching materials worth over ZMW 62 million and the development of the National Literacy Framework alongside the revision of the National Curriculum Framework which were meant to improve reading and writing in early grades and making education responsive to both individual and societal needs respectively.

During the preparation of the 2013 Annual Progress Report, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) received invaluable support and guidance from Cooperating Partners including Ms. Tanya Zebroff from DfID and Dr. John Chileshe from JICA. Gratitude goes to these organisations for their contribution. From within the Ministry many people played an active role in the preparation of this document. I am grateful also for their invaluable contribution.

Chishimba Nkosha

Permanent Secretary (Education)

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY
EDUCATION**

Overview

In the year under review, the Education and Skills Development Sector continued to provide education and skills training to the nation's children and youth. Major achievements included the revision of the national education curriculum framework to make it more responsive to the nation's needs and the recruitment of 4,322 teachers who were successfully deployed to all parts of the country including rural areas. This recruitment, for the first time, included 1,000 teachers of Early Childhood Education (ECE).

Amongst notable challenges was the low learner performance in the sector which was attributed to the low levels of commitment by many education providers and ineffective school management. In addition, reforms in the sector were not matched with adequate preparation, financial, material and human resources.

Budget Performance

During the year under review, K 5.555 billion was allocated to the Sector representing an increase of about 14.5 percent in the total budget allocation compared to the K 4.850 billion (rebased) in 2012. Out of this, 98.8 percent was from domestic resources while only 1.2 per cent was from Cooperating Partners. Non-Personal Emoluments (Non-PEs) stood at K1.611 billion representing a reduction of about 10.7 percent compared to the 2012 Non-PE budget allocation of K 1.804 billion (rebased). Personal Emoluments stood at K 3.879 billion accounting for 69.8 percent of the total budget. This signified an increase of 26.5 percent compared to the K 3.067 billion (rebased) that was allocated as personal emoluments in the previous year. The increase in releases for personnel emoluments did not significantly reduce non-PEs for 2013.

In terms of releases, a total of K 6.149 billion was received by the Sector. Contrasted with the budget of K 5.555 billion this revealed that the Sector received 10.7 percent more resources than was budgeted for. This variance was largely attributed to additional resources for Personnel Emoluments the Sector received in order to pay salary increases awarded to the public sector in April 2013.

The table below shows a total expenditure of K 6,259,114,736.00 against the budget of K 5,555,653,268.00 which translates into 113% of the budget. This was attributed to 2012 donor funds carried forward to 2013, the upward wage adjustments to all civil servants and supplementary provisions in certain instances. The budget releases to non-PE activities was 95% of recurrent and 100% of capital.

Table 1: Budget and Expenditures (Source: MESVTEE Financial Report)

Expenditures by Subsector/Programmes 2013									
Code:		Subsector/Programmes	BUDGET PROVISIONS		BUDGET RELEASES		GRAND TOTALS		
			Donor	GRZ	Donor	GRZ	BUDGET	Expenditure	% Expenditure
			ZMW	ZMW	ZMW	ZMW	All amounts in ZMW		
1	ADMINISTRATION	HQs All directorates (education)	1,160,000	60,455,741	1,872,336	36,258,433	61,615,741	38,130,769	62
		HQs all directorates (Science)		134,402,295		81,163,945	134,402,295	81,163,945	60
		Dismantling of Arrears (Other PEs)		18,109,843		17,500,001	18,109,843	17,500,001	97
		Dismantling of Arrears (Goods)		1,282,475		1,000,000	1,282,475	1,000,000	78
		Dismantling of Arrears (Institutions)		63,241,608		58,061,242	63,241,608	58,061,242	92
		Provinces	-	19,955,633	1 373,801	19,425,011	19,955,633	20,798,812	104
		Provinces - Management of ECE Centres	5,200,000	-	-	-	5,200,000	0	0
		DEBS	-	50,365,351	8,492,587	33,705,699	50,365,351	42,198,286	84
2	INFRASTRUCTURE	Infrastructure	5,480,000	589,671,534	-	595,151,534	595,151,534	595,151,534	100
3	EQUITY (Bursary)	OVCs	20,000,000	5,350,000	7,273,884	5,350,000	25,350,000	12,623,884	50
		Bursary Universities	-	132,463,654	-	238,522,196	132,463,654	238,522,196	180

		Grants Universities & Others	-	294,843,284	-	294,843,284	294,843,284	294,843,284	100
		Grants TEVET	-	74,062,444	-	74,062,444	74,062,444	74,062,444	100
		Grants Secondary	-	38,902,349	11,010,738	24,850,385	38,902,349	35,861,123	92
		Grants Primary/Early educ.	18,500,000	82,791,896	17,819,193	70,174,107	101,291,896	87,993,300	87
		Grants Colleges	7,800,000	5,574,562	2,523,147	5,120,976	13,374,562	7,644,123	57
		In Service Training	260,000		708,000	-	260,000	708,000	37
4	TEACHER EDUCATION	Education leadership & Management Training (ELMT)	4,000,000	-	-	-	4,000,000	0	0
		Provincial Resource Centres	-		1 000 000		-	1,000,000	100
5	CURRICULUM DEVELOPMENT AND	Laboratory equipment & chemicals	-		10,070,599		-	10,070,599	100
		Education materials - Text books	2,600,000	40,002,611	30,342,808	5,777,146	42,602,611	36,119,954	85
	EDUCATION MATERIALS	New Curriculum & Reviews	-		16,241,089		0	16,241,089	100
		Curriculum Review science & maths			504,310		0	504,310	100
8	PERSONAL EMOLUMENTS	Personal Emoluments		3,879,177,990		4,588,915,842	3,879,177,990	4,588,915,842	118
		Total	65,000,000	5,490,653,268	109,232,492	6,149,882,244	5,555,653,268	6,259,114,736	113

Variations in budget executions were attributed to many factors which are explained in the table below.

Table 2: Explanations for Variations in Budget Execution

<i>S/N</i>	<i>Programme</i>	<i>2013 (Performance Rate %)</i>	<i>Comment on the Variances</i>
1.0	GENERAL ADMINISTRATION		
1.1.1	Former Ministry of Education (Education)	62	A performance rate of 62percent was achieved because of the low releases that went towards administration programmes from released from GRZ. In addition, directorates no longer received budget support for administrative purposes from the NIF III pool except in very special cases.
1.1.2	Former MSTVT (Science)	60	The general administration programme under Science is wholly funded by resources from GRZ and therefore it's just above average performance rate of 60 percent was attributed to low releases from the treasury towards it.
1.2	GENERAL ADMINISTRATION- PROVINCES AND DISTRICTS		
1.2.1	PEOS	104	A performance rate of 104 percent was recorded in terms of funding towards administration of Provincial Education Offices. Of the resources received by these offices 96.2 percent was from GRZ while 3.8 percent came from 2012 NIF III pool funds that were expended in 2013. These 2012 funds from the pool are the ones that caused the funding under this programme to be 4 percent above the budgeted figure.
1.2.2	DEBS	72	For the period under review, GRZ funding accounted for about 78% with Sector Pool contributing about 12%. The releases under NIF III were 2012 sector budget support received late in 2012 but expensed in 2013. Under 2013 sector pool budget provisions no funds were disbursed towards this programme.
2.0	INFRASTRUCTURE		
		100	The infrastructure programme recorded a 100 percent budget performance rate in the period under review. In this same period all the funds that went towards execution of this programme were from GRZ. The ZMW 5,480,000 budgeted for infrastructure under the NIF III pool was varied to other programmes.
3.0	EQUITY		
3.1.	Grants to Institutions		
3.1.1	Universities & Others Institutions (Education)	100	This programme recorded a budget performance rate of 100 percent in 2013. The programme is wholly funded by resources from GRZ.

3.1.2	TEVET Subsectors	100	The funds that went towards this programme consisted of grants that go to support the running of TEVET institutions and were wholly funded by resources that came from GRZ. In the period under review the budget performance rate was 100 percent.
3.1.3	Primary/Early childhood Schools	87	80 percent and 20 percent of the funds that went towards this programme were from GRZ and NIF III pool respectively. The programme recorded an 87 percent budget performance rate. The funds that came from the NIF III pool were the funds released in 2012 but expended in 2013. In 2013, there was no NIF III pool funds disbursed to the subsector.
3.1.4	Secondary Schools	92	69 percent and 31 percent of the funds that went towards this programme were from GRZ and NIF III pool respectively. The programme recorded a 92 percent budget performance rate. The funds that came from the NIF III pool were the funds released in 2012 but expended in 2013. In 2013, there was no NIF III pool funds disbursed to the subsector.
3.1.5	Teacher Training Colleges	57	The programme recorded a 57 percent budget performance rate. Initially 58 percent and 42 percent of the funds budgeted towards execution of the programme were to come from NIF III pool and GRZ respectively but the former were varied towards execution of other programmes. The resources that came from the NIF III pool were 2012 funds expended in 2013.
3.2.0	Equity - Bursary		
3.2.1	Bursary (Universities)	180	The budget provision for students' tuition and accommodation is wholly funded from resources from GRZ. The 180 percent performance recorded in the period under review was a reflection of the supplementary provision to cater for the increases in meal allowances and student accommodation which were not initially budgeted for in 2013.
3.2.2	Bursary - OVCs	50	A budget performance rate of 50 percent was recorded under this programme. 58 percent and 42 percent of the resources expended here came from the NIF III pool and GRZ respectively. However the former were resources that were released in 2012 but expended in the period under review. The ZMW 20 million that was budgeted for use in 2013 under the NIF III pool was varied and used in the execution of other programme.
4.0	Teacher Education		

4.1	Education Leadership and Management Training (ELMT)	0	The 0 percent budget performance rate is a reflection of the fact that the funds were initially provided for in the budget for this programme but later re-earmarked for use in the execution of other programmes.
5.0	Curriculum & Education Materials		
5.1	Laboratory Equipment and chemicals	(100)	This programme was not provided for in the budget in the period under review and therefore, the resources used for its execution were funds carried forward from 2012 from the NIF III pool.
5.2	Education materials (Text books)	85	A budget performance rate of 85 percent was recorded under this programme. Most of the funds expended here were from those that were varied from other areas in the initial budget. These funds complimented the shortfall recorded under GRZ where only 14 percent of the budget provision was released.
5.3	New curriculum and reviews	(100)	The execution of this programme had no budget provision in the year under review and therefore, the resources used were funds varied from other activities from the 2013 NIF III pool budgets.
6.0	Personal Emoluments		
6.1	Wages & salaries	118	The excess of 18 percent recorded under this budget line for the year under review was as a result of the upward wage adjustments for all civil servants that was awarded in April, 2013.
6.2	Other personal related arrears	97	The programme recorded a budget performance rate of 97 percent. This good performance was attributed to the government's commitment to liquidation of teachers' other personal related arrears.
	Total	113	<i>Overall a 113 percent expenditure was recorded in the period under review and could be attributed to 2012 donor funds carried forward to 2013, the upward wage adjustments to all civil servant and supplementary provisions in certain instances, etc.</i>

Programme Performance by Sub-Sector against agreed indicators

Early Childhood Education (ECE)

The proportion of grade 1 entrants with ECE experience decreased from 16.1 percent in 2012 to 14.5 percent in the period under review. At provincial level Lusaka Province with 42.7 percent had the largest proportion of grade 1 entrants with ECE experience while Muchinga with 3.5 percent had the lowest. The table below attests to the fact that the programme is still largely an urban phenomenon.

Table 3: Grade 1 Entrants with Pre-School Experience by Gender and Province

	Male	Female	Total	% Female	% Total
Central	4,595	5,133	9,728	52.8	15.8
Copperbelt	8,365	8,897	17,262	51.5	32
Eastern	2,078	2,198	4,276	51.4	6.5
Luapula	1,230	1,248	2,478	50.4	5.5
Lusaka	10,170	9,965	20,135	49.5	42.7
Muchinga	518	639	1,157	55.2	3.5
North-Western	1,287	1,343	2,630	51.1	6.9
Northern	1,091	1,112	2,203	50.5	4.4
Southern	4,822	5,159	9,981	51.7	16.6
Western	837	960	1,797	53.4	4.5
National	34,993	36,654	71,647	51.2	14.5

The implementation of this programme is in its infancy in the sector and as a result very little has been done. In the year under review a total of 1,000 new teachers were recruited and deployed, the early childhood education national policy framework was finalised and a cabinet memorandum seeking cabinet approval circulated. In addition, 800 centres of Early Childhood Education were established in order to facilitate the enrolment of children at this level. The sector also developed guidelines for the setting up and operation of ECE centres.

Primary Education

The number of schools that offered primary education increased by 5.3 percent from 8,359 in 2012 to 8,801 in the period under review. Schools classified as GRZ/Grant Aided at 61.6 percent accounted for the largest proportion of schools reported in the sub-sector in 2013 followed by Community at 32.9 percent and lastly Private/Church at 5.5 percent. The number of GRZ/Grant Aided schools increased by 3.9 percent to 5,420 in 2013 from 5,219 in 2012. The number of Private/Church Schools, on the other hand, decreased by 2.6 per cent from 498 to 485 during the same period. The most plausible reason for this reduction was the fact that some schools in this category that did not meet the minimum standards may have been deregistered.

A key priority of the Government was to decrease the number of community schools by upgrading them to full primary schools, however the number of community schools increased by 9.6% from 2,642 to 2,896 (see Table).

Table x: Number of Primary Schools by Running Agency, 2012-2013

Table 4: Number of Primary Schools by Running Agency, 2012-2013

Provider	2012	2013	% change 2012-2013
GRZ/Grant Aided	5,219	5,420	3.9
Private/Church	498	485	-2.6
Community	2,642	2,896	9.6
Total	8,359	8,801	5.3

Source: 2013 Education Statistical Bulletin

Enrolments

The enrolments of learners at primary school level decreased by 1.9 percent from 3,135,442 in 2012 to 3,075,161 in 2013. Of this figure, 49.9 percent were females. This reduction was as expected after more than a decade of implementing the policy of user-fee free education at this level of education. This was largely attributed to the fact that the system has mopped up most of the over-age and under-age learners and is now remaining with mostly those of the right age at enrolment. Similarly the total Gross Enrolment Rate (GER) decreased to 130.7 percent from 133.2 percent the previous year. That of males decreased to 130.1 percent from 132.5 percent while that of females decreased to 131.2 percent from 134.0 percent during the same period. These decreases were most likely as result of the reduction in the number of over-age and under-age children.

Table 5: Enrolments at Primary School by Gender, 2012-2013

Gender	2012	2013	% change 2012-2013
Female	1,566,876	1,534,380	-2.1
Male	1,568,566	1,540,781	-1.8
Total	3,135,442	3,075,161	-1.9

Source: 2013 Education Statistical Bulletin

Completion Rates

Completion rate at Grade 7 in the year under review stood at 99.04 percent dropping from 107.61 percent the previous year. Completion rate is the quotient of number of learners in a given grade (minus repeaters) and the official age population for that grade, multiplied by 100. The presence of a large number of learners who are either younger or older than the official age population causes the rate to sometimes exceed 100 percent. The reduction recorded in 2013 was attributed in part to the reduction in the number of such children. See table.

Table 6: Completion Rate at Grade 7 by Gender and Year

	2012	2013	
	Actual	Target	Actual
Male	107.5%	98%	100.71%
Female	107.6%	98%	97.36%
Total	107.61 %	98%	99.04 %

Source: Education Management Information System (EMIS)

Equity

One key performance indicator of equity is the Gender Parity Index (GPI), for 2013, this index stood at 1.00 for primary education, indicating that there were as many female learners as boys enrolled at that level

Table 7: Gender Parity Index at Grades 1-7 by year

	2012	2013	
	Actual	Target	Actual
Grades 1-7	1.00	1.00	1.00

Source: Education Management Information System (EMIS)

Quality

Quality in education can be perceived to be the extent to which education outcomes are relevant to societal expectations such as productivity and

improved ways of doing business at individual and societal level. Enhanced quality in education is mainly measured in terms of improved teacher training, improved availability of teachers, improved relevance of the curriculum and adequate supply of learning and teaching materials.

Pupil – Teacher Ratio (PTR) is a key performance indicator used to assess quality in the education and skills development sector. The other indicators are examinations pass rates and national assessment scores. In the period under review PTRs stood at 46.4 and 51.5 at grades 1-4 and 5-7 respectively.

Table 8: Pupil Teacher Ratio at Primary School Level by Grade Group and Year

Grade Group	2012	2013	
	Actual	Target	Actual
Grades 1-4	43.2	48	46.4
Grades 5-7	35.2	44	51.4

Source: Education Management Information System (EMIS)

The increase in PTR was attributed to enrolments outstripping the increase in the number of teachers that were recruited. The number of districts that had a PTR or over 60 for lower primary (grades 1-4) decreased from 30 districts (out of 72 or 102) to 22 out of 102.

Grade 7 National Examinations Results

The grade 7 composite exam is conducted at the end of seven years of primary education and is used for selection to grade 9 and certification purposes. The examinations are composite because the various subjects for the examination are aggregated into one singular score. For 2013 352,266 candidates took the exams, as opposed to 337,706 in 2012.

There was a 9.85% rate of absenteeism from the examinations in 2012, which increased to 11.3% in 2013.

Because the grade 7 examination is a progression exam, it is not measured as a pass rate but rather a progression rate. The rate for boys and girls is almost equal and has decreased from 93% total (93.7% male and 93.2% female) in 2012 to a total of 89.4% in 2013 (88.4% male and 90.4% female).

Secondary School

The number of secondary schools (Grades 8 -12) increased to 690 in 2013 from 663 in 2013, largely on account of upgrading some primary schools into secondary schools and the completion of the construction of some new ones. This exceeds the goal of opening 20 and 15 secondary schools each year that is set out in the Performance Assessment Framework (PAF) and SNDP respectively.

Enrolment

The secondary school enrolments increased only marginally by 0.1 per cent to 743,955 from 743,175 in 2012. Similarly GER also only grew marginally from 49.11 percent to 49.14 percent in the same period. This outturn was attributed to among other things the increase in the number of school places at this level being out paced by the demand particularly also as a result of the absorption of Grade 8 and 9 learners into the sub-sector with the re-introduction of secondary schools. The Net Enrolment Rate (NER) for grades 10-12 increased to 28 percent from 24% in 2012 to 28 percent in 2013.

The participation of females at secondary school level was lower than that of their male counterparts mainly due to early marriages, pregnancies and social perceptions discriminating against the girl child. For every 100 male pupils enrolled in secondary school in 2013, only 88 pupils were female, which was a slight increase from 86 reported the previous year.

Table 9: Enrolments at Secondary School level by Gender, 2012-2013

Gender	2012	2013	% change 2012-2013
Female	344,523	348,007	1.1
Male	395,168	399,472	1.1
Total	743,175	743,955	0.1

Source: 2013 Education Statistical Bulletin

Completion Rates

Completion rates at secondary level are measured at grade 9 and 12. In the year under review it stood at 61.5 percent at grade 9 dropping from 64.2 percent the previous year and at 31.0 percent at Grade 12 dropping marginally from 31.1 percent. Preliminary investigations attribute the down turn to reduction in classroom space as a result of the conversion of basic schools into primary schools and high schools into secondary schools.

Table xxx: Completion Rates at Secondary School Level by Year

Table 10: Completion Rates at Secondary School Level by Year

Grade Group	2012	2013	
	Actual	Target	Actual

Grades 9	64.2 %	65 %	61.5 %
Grades 12	31.1 %	31.0 %	31.0 %

Source: Ministry of Education, Science, Vocational Training and Early Education

Examination results

The examinations for grades 9 and 12 are not progression exams, as in grade 7. The grade 9 exam is conducted at the end of two years of junior secondary school. It is used for certification and selection to senior secondary. There was a 2.3% increase in the number of learners sitting the grade 9 examinations in 2013 (353,443 up from 345,565 in 2012). Absenteeism in the exams continues to increase from 15.74 percent in 2012 to 19.18 percent in 2013. The learners that obtained certificates increased from 51.5 percent in 2012 to 54.9 percent in 2013, with boys achieving at a slightly higher level (56.8 percent) in comparison to girls (52.8 percent)

To achieve a certificate means to reach the minimum pass at division IV (out of a total of 5 levels). The percentage of learners that attained at least a division III in English, Science and maths is an indicator of how well students are doing in their studies and is a closer measure to international standards of practice on achieving minimum levels of quality education at grade 9. There was an increase in all three areas from 2012 to 2013. In English the scores increased from 32.9 percent to 34.5 percent, In mathematics from 26.9 percent to 27.5 percent and in Science from 32.2 percent to 32.7 percent.

The grade 12 exam is a high stakes school examination that determines entry into tertiary institutions. Learners who meet the minimum requirements are awarded one of two certificates: a school certificate or a General Certificate of education (GCE). As with the grade 9 exam, there was an increase (although slightly) in the number of learners who sat for the grade 12 examinations in 2013 (106,956 up from 105,825). Absenteeism increased marginally from 1.86 percent to 2.01 percent in 2013.

The learners that obtained the full school certificate increased from 58.1 percent in 2012 to 60.21 percent in 2013 (boys increased from 60.5 percent to 61.9 percent and girls from 54.9 percent to 57.8 percent). In the GCE level, there was a marginal increase (from 38.1 percent in 2012 to 39.8 percent in 2013).

Equity

At secondary school level the Gender Parity Index (GPI) stood at 0.90 and 0.84 at grades 8-9 and 10-12 respectively.

Table 11: Gender Parity Indices at Secondary School Level by Grade and Year

Grade Group	2012	2013	
	Actual	Target	Actual
Grades 8-9	0.90	0.90	0.90
Grades 10-12	0.80	0.83	0.84

Source: Education Management Information System (EMIS)

Pupil-Teacher Ratio

In 2013, the PTR at grades 8-9 and 10-12 stood at 24.1 and 36.9 respectively. The PTR at grade 8-9 dropped from 32.1 in 2012. This was as a result of the teacher recruitment exercise that has been going on for the past 7 years while the increase to 36.9 at grade 10-12 was attributed to the shortage of specialised teachers qualified to teach at the level. This is particular severe for subject areas such as mathematics and science.

Table 12: Pupil Teacher Ratio at Secondary School Level by Grade Group and Year

Grade Group	2012	2013	
	Actual	Target	Actual
Grades 8-9	32.1	35	24.1
Grades 10-12	21.8	25	36.9

Source: Education Statistical bulletin

Transition Rates

The transition at secondary level relates to the move from grades 9 to 10 and from grade 12 to higher levels of education. The transition rates from grades 9-10 increased from 46.7% in 2012 (46.5% male and 47% female) to 48.5% in 2013 (49% male and 48% female).

The transition rate data for learners moving from grade 12 to higher education is not yet routinely captured by all institutions.

Policy Changes

A key success was the finalisation of the National Literacy Framework alongside the National Curriculum Framework. The implementation of both was expected to commence in 2014. It will be a phased approach, starting with grades 1, 5 8, and 10. This also includes the vocationalisation pilot phase at grade 8 in selected secondary schools to address issues of improving skills for all learners completing secondary schools, whether on a purely academic or a mixed education track.

The assessment of learning outcomes for primary level is currently only available every two years and was last assessed in 2012. The rates had remained largely unchanged since the last survey in 2008) with 35.4% in English, 38% in mathematics, 37.9% in life skills and 37.5% in Zambian languages. The next National Assessment Survey for grade 5 will take place in 2014.

A provincial learner improvement strategy is being implemented in all the provinces throughout Zambia.

Tertiary Education

Technical Education, Vocational and Entrepreneurship Training

The number of registered institutions providing technical education, vocational and entrepreneurship training increased to 275 from 230 in 2012 (see Table). This was largely as a result of the increase in privately owned institutions.

In terms of proportions, public/government owned institutions accounted for the largest share of registered institutions at 32 percent, followed by private and church institutions which accounted for 28 and 21 percent, respectively. Company institutions accounted for 6 percent of the registered institutions, while the rest accounted for 13 percent.

Table 13: Number of Registered TEVET Institutions by Ownership. 2012-2013

Ownership	2012	2013	% Change	% Ownership
Public/Government	79	88	11.4	32
Private	54	77	42.6	28
Church	49	58	18.4	21
Community	7	8	14.3	3
Trust	11	13	18.2	5
Company	13	16	23.1	6
NGO	17	15	-11.8	5
Total	230	275	19.6	100

Source: Technical, Entrepreneurial and Vocational Education and Training Authority

Enrolment

The number of students in the TEVET institutions increased by 3.4 percent to 34,702 from 33,569 in 2012 with all the programme categories registering increased enrolments (see Table 15). The increased enrolments were partly due to the increased pass rate at Grade 12. The Business Studies programme continued to constitute the largest share of enrolments followed by the Crafts programme.

Table 14: TEVET Student Enrolment by Programme and Gender. 2012-2013

Programmes	2012			2013			% Change 2013/2012
	Male	Female	Total	Male	Female	Total	
Business Studies	7,634	7,343	14,977	7,771	7,926	15,697	4.8
Secretarial Studies	4	1,637	1,641	6	1,675	1,681	2.4
Hotel and Tourism	1,284	2,305	3,589	1,308	2,351	3,659	2.0
Media and Applied Arts	1,157	2,283	3,440	1,192	2,329	3,521	2.4
Paramedical	183	207	390	186	198	396	1.5
Aviation	140	12	152	146	12	158	3.9
Craft Programmes	7,291	1,042	8,333	7,437	1,061	8,498	2.0
Advanced Certificate/ Technician Programmes	430	86	516	451	91	542	5.0
Diploma/Technologist Programmes	510	21	531	528	22	550	3.6
Total	18,633	14,936	33,569	19,026	15,665	34,702	3.4

Source: TEVETA

*Preliminary Statistics

Teacher Education

In the period under review the sector reported 41 private and 14 public/grant aided institutions offering teacher education. In terms of enrolments a total of 5,064 students were reported in the same period. This was a reduction of 32 percent compared to the 7,496 in 2012. The reduction was a result of non-submission of information by some colleges of educations. Out of this total number of students reported 51.9 percent were females.

Table 15: College of Education Student Enrolment, 2012-2013

	2012	2013
Females	3,589	3,927
Males	3,867	3,640
Total	7,456	7,567

Source: Education Statistical Bulletin

Teacher training continues to adapt with the policy changes within the ministry. The new revised curriculum has meant that additional teacher training is required (both in schools as well as in teacher training colleges) for teachers to be effective. In addition, school based continuous professional development (SBCPD), which is part of in-service teacher training was conducted in 2013 in

80% of primary schools in three provinces and covered 798 out of 986 schools. In addition, at secondary level, 40% of schools in all 10 provinces (76 out of 102 districts) meant that this training was conducted in 1,315 out of 2,542 schools).

Having qualified teachers in schools is particularly important at secondary level, as teachers are subject specific and no longer teaching all subjects as is done at primary level. This is one of the key reasons for the shift from basic and high schools back to primary and secondary schools in Zambia. The percentage of qualified teachers has increased in 2013 at both junior and senior secondary levels.

Table 16: Proportion of Qualified Teachers by Level

Teachers qualified	2012			2013		
	Male	Female	Total	Male	Female	total
Junior Secondary	62	67	64.5	65	70	67.5
Senior Secondary	21	18	19.5	23	20	21.5

Source: EMIS

Education Leadership and management (ELM) training was included in the budget for 2013 but not undertaken by primary and secondary school managers and administrators and remains at 5% of teachers having received the training. This is expected to significantly increase in 2014.

University Education*

The number of registered universities increased to 26 in 2012 from 32. In addition, a Statutory Instrument converting Kwame Nkhromah, Copperbelt and Chalimbana Colleges of Education into universities was signed. The University of Zambia and Copperbelt University continued to account for the largest share of total under-graduate enrolments (see Table 17 for undergraduate enrolments). The number of undergraduate students that were enrolled in public universities increased by 19.5 percent from 21,794 in 2012 to 26,051 in the period under review. Out of these 11,101 or 42.6 percent were females.

Table 17: Public Universities Under-graduate Enrolments by Gender

	2012			2013			% Change
	Male	Female	Total	Male	Female	Total	
University of Zambia	8,184	6,725	14,909	10,080	8,896	18,976	27.3
Copperbelt University	4,508	1,887	6,395	4,598	1,962	6,561	2.6
Mulungushi University	261	229	490	271	243	514	4.9
Total	12,953	8,841	21,794	14,949	11,101	26,051	19.5

Source: Ministry of Education, Science, Vocational Training and Early Education

* Analysis is limited to public universities because information on private universities is still not available

** Preliminary figures

Infrastructure Development

Primary:

The sector released funds to all provinces for the construction of classrooms, VIP latrines and teachers' houses.

Secondary:

In Secondary School Sub-sector the sector continued with the construction 83 schools and managed to partially complete to 30 of them and enrolled grade 8 and 9 learners. The outstanding works at the partially completed schools were external works such as oxidation ponds, connection to the electricity (ZESCO) grid and water reticulation system. The remaining 53 from the 83 were at various stages of construction ranging from substructure to finishes.

In this same period the sector embarked on the construction of 35 new secondary schools country wide and by the end of the year several projects had reached substructure level and a few had cast slabs. This was well above the 20 and 15 new schools that targeted in the PAF and SNDP respectively.

Tertiary

In the Tertiary Sub-sector the sector continued with the construction of additional infrastructure at Mukuba, Kwame Nkrumah and Robert Kapasa Makasa Universities. In addition, the construction of three new universities namely; Paul Mushindo, Chalimbana and Palabana commenced. It should be noted that, the construction of universities is being done in phased manner because of the huge resources required for the construction of such facilities. This was a major achievement contrasted with the target of two universities whose construction was planned in the year under review. Once completed, a greater number of school leavers will be able to gain entrance into university, and the existing three public universities will be decongested.

Procurement

There was significant procurement tenders conducted in 2013, particularly related to infrastructure. A total of **forty four (44)** procurement tenders were put out and **forty one (41)** were finalized. In addition, there was also large scale procurement for textbooks related to the new curriculum and other subjects as well as teaching and learning materials. A total of **three (03)** procurement tenders were put out and **one (01)** was finalized. The procurement plan for 2013 was **84.9 percent** completed. The budget released

for procurement of infrastructure, teaching and learning materials in 2013 was 100 percent.

KPI in the SNDP

In the year under review, statistics reveal that out of 16 Key performance indicators that were used to measure annual performance of the Education and Skills Development Sector only nine (9) of them were met. (see table 18).

Table 18: Key Performance Indicators in the SNDP

Key Indicator	Definitions/ Calculations	Baseline 2009	2013		Assessment
			Target	Actual	
% of grade 1 entrants with pre-school (ECE) experience	Proportion of Grade 1 entrants with pre-school (ECE) experience	15.1%	18 %	14.5 %	Target not met
TEVET enrolments	The number of learners enrolled in TEVET institutions	33,000	37,569	34,702	Target not met
Net Enrolment Rate (NER) Grade 1-7	Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population ¹	103.6%	98 %	107.0 %	Target met
Net Enrolment Rate (NER) Grade 8-9		30.1%	42 %	42 %	Target met
Net Enrolment Rate (NER) Grade 10-12		27	32 %	28 %	Target not met
Completion Rate Grade 7	The quotient of number of learners in a given grade (minus repeaters) & the official age population for that grade, multiplied by 100	91.70 %	98 %	99.04 %	Target met
Completion Rate Grade 9		51.98 %	63 %	61.5 %	Target not met
Completion Rate Grade 12		19.47 %	31 %	31 %	Target met
Pupil/teacher Ratio Grades 1-4	Average number of learners per teacher at a specific level of education in a given school year	57.2	48	46.4	Target met
Pupil/teacher Ratio Grades 5-7		52.1	44	51.4	Target not met

¹ NER cannot exceed 100%, but this is due to the mismatch between CSO projections and the actual head counts conducted in schools.

Key Indicator	Definitions/ Calculations	Baseline 2009	2013		Assessment
			Target	Actual	
Pupil/teacher Ratio Grades 8-9		28.2	33	24.1	Target met
Pupil/teacher Ratio Grades 10-12		24.9	25	36.9	Target not met
Student/Lecturer Ratio	Average number of students per lecturer at a specific level of basic skills and TEVET in a given academic year	40	39	40	Target not met
Gender Parity Index Grade 1-7	Enrolment of girls divided by the enrolment of boys	0.99	1.00	1.00	Target met
Gender Parity Index Grade 8-9		0.90	0.90	0.90	Target met
Gender Parity Index Grade 10-12		0.80	0.83	0.84	Target met

Proportion of grade 1 entrants with pre-school (ECE) experience

The proportion of those that had former early learning experience at grade 1 reduced to 14.5 percent from 18.7 percent in the previous year. This was largely as a result of lack of appreciation of the programme among the citizenry and limited provision of facilities.

TEVET enrolments

The target for this indicator was not met largely because of limited capacity in the sub-sector to absorb additional students.

Net Enrolment Rate (NER)

Targets for NER were met at primary and junior secondary levels but were not met at senior secondary level. The general good performance was attributed to increased retention and transition as a result of the policies of tuition-free primary education and allowing all with full grade 9 certificates to proceed to grade 10. Capacity at senior secondary remained a challenge. The sector still faces a challenge with respect to the measurement of this indicator. This is as a result of the mismatch between CSO projections and the actual head counts conducted in schools which results in the indicator exceeding 100 percent when it is not supposed to.

Completion Rate

In terms of completion rates, the targets were met for grades 7 and 12 and not for grade 9. The sector performed relatively well in terms of completion rates due to the various intervention measures including the tuition-free primary education, bursaries for vulnerable learners and expansion of infrastructure. The reduction at grade 9 was in part attributed to the reduction in school places as basic schools were converted into primary schools.

Pupil Teacher Ratio (PTR)

The PTR targets were met at grades 1-4, 8-9 and 10-12 but not for grades 5-7. The improvement in PTRs at these levels was as a result of the recruitment and deployment of new teachers to all levels of the education system. At grades 5-7 however, enrolments outstripped the teacher recruitments.

Student Lecturer Ratio

The target for Student Lecturer ratio was not met. This was as result of inadequate numbers of adequately qualified personnel to teach at this level.

Gender Parity index (GPI)

Though disparities in favour males continued at post primary the targets for GPI were met at all levels of general education. This favourable state of affairs was attributed to many interventions that are being implemented to promote the participation of females such as the policy of tuition free primary education, the bursary scheme for post primary school learners, the re-entry policy and the creation of more school places as a result of construction of more schools.

“Strategic” PAF for the Education and Skills Development Sector

A: Headline Education Results

National level targets at the over-arching impact level; the ultimate goals of the education sector.

Key headline result indicators	2011 Baseline	2012	2013			2014			2015 Target	2016			Data source/technical notes
			M	F	T								
A1. Better quality primary education for boys and girls: Percentage increase (boys/girls) in reading and mathematics achievement at grade 5 level.	35.3% English, 39.4% Maths 40.2% life Skills 39.4% Zambian Languages (2008)	35.4% Eng 38.0% Maths 37.9% Life Skills 37.5% ZL (2012)	Data not collected			37	Data not collected			42	National Assessment Survey (grade 5)		
						40				45			
						40				45			
						40				45			
A2. Policy Indicator: National Literacy Framework	No literacy Framework in place	Draft NLF developed	Framework finalised and printed	Framework disseminated to all schools				Review implementation of Framework i.e. availability, understanding, and utilisation			Implement actions in the national literacy framework		
A3. Access to Post secondary: % of school leavers at grade 12 accessing TEVET and/or higher education	12% total Data on m/f not currently available	M=21 F=14 T=17	M=30 F= 28 T=29	M=36 F=34 T=35	M=40% F=40% T= 40%			M=42% F=42% T= 42%	Science Charles				

B: Priority Education Sector Outcomes

Most important outcomes for the education sector needed to deliver the head-line results

Key education outcome indicators	2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
B4. Improved Primary and Junior Secondary completion rate² (Grade 7& 9)	Gr 7 M=107.14% F=98.86% T=103.0% Gr 9 M=67.85% F=55.97% T= 61.91%	M:107.5 F:107.6 T: 107.6 M: 68.90 F: 59.60 T:64.24	M: F: T: 99.04 M:65.9 F: 57.1 T:61.5	M:101 F:101 T: 101 M:71 F:64 T:66	Gr 7 M=97% F=96% T=96.5% M=72% F=66% T= 68%	Gr 7 M=98% F=97% T=97.5% M=73% F=68% T= 69.5%	EMIS
B5. Improved Transition rate (Grade 7-8, 9-10) DLM 1	<u>Gr 7-8</u> M=65.6% F=54.6% T=60.1% <u>Gr 9-10</u> M=46 F=44.8 T=45.5	M: 63.1% F: 65.5% T: 64.2% M: 46.5% F: 47.0% T: 46.7%	M:65 F: 67 T: 66 M:49 F:48 T:48.5	M:66.5 F: 69 T: 67.5 M:51 F:51 T: 51	<u>Gr 7-8</u> M=68.5% F= 71% T=69.5% M=52% F=52% T=52%:	<u>Gr 7-8</u> M=70.5% F= 73% T=71.5% M=53% F=53% T=53%:	EMIS
B6. Improved Results (grade 9) % of leaners who attain at least Div. III in Eng., Scie and Maths	M= F= T= 44.9%	Eng. 32.9 Maths:26.9 Scie:32.2	E: 34.5 M: 27.5 S: 32.7	E: 35 M: 28 S: 33.5	E:37 M:30 S:35	E:39 M:32 S:37	
B7. Improved teaching and learning: pupil/teacher contact time at primary level	G1-7 is 5hrs in curriculum but on the ground is	G1-7 is 5 hrs	Survey conducted	Survey results finalised and disseminated	survey conducted	Survey results finalised and disseminated	Service Delivery Survey

² Completion rate is calculated as all who complete grade 7 less the repeaters divided by the official age of cohorts in grade 7. This can produce a figure (as in Zambia) of over 100% completion rate. Therefore, the targets for this PAF show a reduction of completion rates over this period. It is anticipated that the number of overage children will be reducing. It is expected that the completion rates will equalise and begin to increase in 2016.

	different						
B8. Curriculum reform: Curriculum revision for Primary and secondary education finalised and implemented	Curriculum under review	Curriculum under review	Curriculum piloted in 30 districts in 150 schools.	New curriculum in all districts	New curriculum in all districts	New curriculum in all districts	PITC reporting
B9. Leadership and management: % of Primary and secondary school managers and administrators who have received ELM training and support	Pr: Less than 5% trained Sec: less than 5% trained	Pr: 5% Sec: 5%	Pr: 15% Sec: 15%	Pr: 20% Sec: 20%	Pr: 30% trained Sec: 25% trained	Pr: 40% trained Sec: 35% trained	EMIS

C: Key Sub-Sector Outputs related to Access, Equity and Quality of Service Provision

Outputs and actions within the direct control of the Ministry of Education to deliver access, equity and quality of education: linked to priority programmes in NIFIII and AWPBs.

Key sub-sector outputs and policy action indicators:		2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
Expansion of Early Childhood Education	C10. Target: %age of Grade 1 entrants with ECE experience	M: 14.8% F: 15.4% T: 15.1%	M: 15.8% F: 16.4% T: 16.1%	M: 17% F: 19% T: 18%	M: 20% F: 21% T: 20.5%	M: 25% F: 27% T: 26%	M: 30% F: 32% T: 31%	EMIS
	C11. Policy Indicator: National ECCDE policy	Developing ECCDE policy	Finalise national ECCDE policy	Regulation & guidelines for provision of ECCDE completed	Operational structure for ECCDE in place at all levels of MESVTEE	Implementation	Implementation	Annual Progress Reports
Primary education quality	C12. Target: Number of districts with a PTR of over 60:1 in lower primary grades (1-4)	37 districts (out of 72)	30	22	16	10 districts	5 districts	EMIS

Key sub-sector outputs and policy action indicators:		2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
Includes: C12: PTR reduction C13: school grants reaching schools each year C14: Provincial learner improvement strategy implementation (PLIS)	C13. Target: Average amount of sch grant per child DLM 2	Primary: Sec:	Primary: Sec:	Primary: ZMW 28.61 Sec: ZMW 48.21	Primary: Sec:	Primary: Sec:	Primary: Sec:	Internal audit report and Annual progress report
	C14. Policy indicator: number of provinces implementing the PLIS	5 provinces	5	10	10	All	All	
C15. Primary education access	Target: # of Community schools upgraded into full primary school	236 (2009)	236	236	236	236	236	EMIS/Sch. Infra reports
Secondary access	C16. Target: # of secondary schools opened each year	17	20	20	20	20	20	EMIS/Sch Infra reports
	C17. Target: Net Enrolment ratio (grade 10- 12)	M=26.1% F= 19.9% T: 23%	M:27 F:21 T:24	M:29 F:22 T:25.5	M:30 F:25 T: 27.5	M= 32% F=28% T= 30%	M= 33% F=32% T= 32.5%	EMIS
Teacher Training DLM 3	C18. Target: % of Primary and secondary schools that have implemented SBCPD through lesson study (primary: all subjects, secondary: science and maths)	Basic Schools *(G1-7, G1-9,) 10.8% (ie 175 schools out of 1609 schools in three provinces)	Basic schools 45% in three provinces Result 49.7% (801 schools out of 1609 schools)	Primary schools*(g 1-7) 55% in three provinces 【Result】 80% (798 schools out of 986 schools)	Primary schools 65% in three provinces Secondary schools	Primary schools 70% in three provinces Secondary schools 65% in ten	Primary schools 40 % in ten provinces Secondary	TESS

Key sub-sector outputs and policy action indicators:	2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes	
		High schools *(G1-12, G8-12, 10-12) 99% (ie 129 schools out of 130 schools in three provinces)	High School More than 70% in three provinces Result 98.5% (132 schools out of 134 schools)	Secondary schools *(G1-9, G1-12, G8-12, G10-12) 40% in ten provinces (76 districts out of 102 districts) 【Result】 51.7% (1315 schools out of 2542 schools)	55% in ten provinces	provinces	schools 70% in ten provinces (all districts)	
	C19. Target: % of teachers qualified by level	Junior Sec M:59.1% F:65.2% T:62.2% Senior Sec: M: 19.5 F: 16.3 T: 17.9	Junior M: 62 F: 67 T: 64.5 Senior M: 21 F: 18 T: 19.5	Junior M:65 F: 70 T:67.5 Senior M: 23 F: 20 T: 21.5	Junior M:70 F: 75 T: 72.5 Senior M: 25 F: 23 T: 24	Junior M: 75 F: 78 T:76.5 Senior M: 30 F: 25 T: 27.5	Junior M: 85 F: 85 T:85 Senior M: 33 F: 28 T: 30.5	EMIS
	C 20. %age of Learners with desired knowledge on HIV and AIDS education	M: 5.0 % F: 2.7 T: 3.9 (2007 data)		M: 7% F: 4.8 T: 6.5		M:10 F: 7 T: 8.5 (comparison with NAS, DHS, etc.)	M:12 F: 10 T: 11 (comparison with NAS, DHS, etc.)	HIV/AID unit data included in Annual Progress Report
C21. Tertiary Education	Target: No. of females attending post graduate in SMT Univ. programmes	CBU= 18 UNZA= 32 MU=0	20 34 2	22 36 5	24 38 7	CBU= 26 UNZA= 40 MU=10 others	CBU= 28 UNZA= 42 MU=12 others	

D: Education Systems strengthening through improved efficiency

Most critical improvements needed in national systems to deliver improved education services

Key systems strengthening indicators	2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
D22. Enhanced financial management 1: reduced # of audit irregularities in annual audits	60 (2010 data)	50	40	30	20	15	OAG reports
D23: Enhanced financial management 2: % of FMAP activities implemented I DLM 4	FMAP in place; phase 0 being implemented	FMAP revised	FMAP implemented and 50% completed	FMAP implemented and 65% completed	FMAP implemented and 80% completed	FMAP implemented and 90% completed	PITC reporting FTC reporting Health Check reports PETS
D25. Availability of accurate and timely data: ESB published annually with timely dissemination for evidence-based decision making	ESB 2010 finalised and disseminated by Dec 2012	ESB 2011 finalised and disseminated before Dec, 2012	ESB 2012 finalised and disseminated by May 2013	ESB 2013 finalised and disseminated by May 2014	ESB 2014 finalised and disseminated by May 2015	ESB 2015 finalised and disseminated by May 2016	EMIS
D26. Human resource management: average # of days of primary teacher attendance	No survey conducted yet	No survey conducted yet	No survey conducted yet	SDS survey	Finalisation and dissemination of SDS survey	Finalisation and dissemination of SDS survey	Service Delivery Survey
D27. National Assessment Survey on literacy and numeracy at grade 5 conducted and results disseminated DLM 5	Not conducted	NAS Conducted	Results of the 2012 NAS shared by April 2013	NAS Conducted	Results of the 2014 NAS shared by April 2015 & in ESB	NAS Conducted	NAS reports

Key systems strengthening indicators	2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
D. 28 Literacy and numeracy survey (for early grade (1 or 2) conducted and results disseminated		EGRA conducted in 1 district, and EGMA conducted in 1 district: both in 2011/12	preparation for the surveys undertaken	EGRA/EGMA (or equivalent) survey conducted and results shared	Not conducted. Data from 2014 used in planning & budgeting, as seen in the AWPB 2015	EGRA/EGMA (or equivalent) survey conducted and results shared	Survey

E: Key Education Sector budget and financing Inputs

Government and donor expenditure and dialogue

Key systems strengthening indicators	2011 Baseline	2012	2013	2014	2015 Target	2016	Data source/technical notes
E29. Allocation of education budget: % of budget allocated to primary and secondary DLM 6	Pr: 52.6% Sec: 12.6%	Pr: 48.2% Sec: 11.5%	Pr: 54.3% Sec: 12.3%	Pr: 50% Sec: 11%	Pr: 50% Sec: 11%	Pr: 50% Sec: 11%	MESVTEE
E30. Budget releases to non-PE education: % of recurrent and % of capital releases	R: 95% C: 100	R: 96 C:100	R: 97 C:100	R: 98 C: 100	R:99% C:100%	R:99% C:100%	MoF
E31. Text book procurement: % budget released for procurement of teaching and learning materials	No data	No data	100% of budgeted amount	100% of budgeted amount	100% of budgeted amount	100% of budgeted amount	MOF blue book
E32. Predictability and timeliness of Cooperating Partner Funding: % of commitments disbursed by June 30 th of each year	Data not available	Data not available	80%	90%	100%	100%	CP reporting

E33. Effective process for national education dialogue: JAR held annually, according to the agreed TOR	No JAR held	Ed JAR held and Adie Memoir completed	Ed JAR held and Adie Memoir completed	Ed JAR held and Adie Memoir completed	Ed JAR held and Adie Memoir completed	Ed JAR held and Adie Memoir completed	Annual Adie Memoire for Education JAR
E34. GPE funding: Additional funding for the sector secured through GPE	NIF II under implementation	NIF II finalised and GPE application submitted	NIF II finalised and GPE application submitted	Funds received from GPE	NIF III fully implemented	Closure of NIF III and development of NIF IV	Aide Memoire from GPE

Worthy of note in the strategy “Strategic” PAF for the Education and Skills Development Sector were the five DLMs which include:

DLM 1: Improved Transition Rate Grades 7-8 and 9-10

The transition rate, which is the number of pupils that move from primary (grade 7) to Secondary (grade 8) or junior secondary (grade 9) to senior secondary (grade 10). The total transition rate for grades 7 to 8 decreased from 64.2 percent in 2012 to 61.9 percent in 2013. Similarly that of females decreased from 65.5 percent to 60.6 percent while that of males which stood at 63.1 percent remained static during the same period. The reduction was largely attributed to the conversion of basic schools into primary schools which has resulted in the reduction of school places for grade 8s.

Similarly that for grades 9-10 also decreased from 46.7 percent in 2012 to 43.2 percent. The transition rates for females and males at grades 9-10 also from 47 percent to 42.7 percent and 46.7 percent to 43.6 percent respectively. Of all the factors analysed to explain this turn of events the most plausible one was the conversion of high schools into secondary school which ultimately has resulted in the reduction in school places for grade 10s.

DLM 2: Average amount of school grant per child

The average amount of school grant per child for 2013 was ZMW 28.61 for every ECE and primary school learner and ZMW 48.20 per learner in secondary. For 2012, an average of ZMW 17.25 was released for every basic school learner (ECE, primary and lower secondary up to grade 9) and ZMW 148.1 for every high school learner.

DLM3: Enhanced Financial Management 2: Proportion of FMAP activities implemented

One of the areas of performance assessment that has been incorporated into the PAF is to review the most critical improvements needed in national systems to deliver improved education services. While not all can be assessed, 6 key indicators were identified by GRZ and partners for review each year in the JAR process. Significant achievements were made in the area of monitoring and auditing performance, with many reviews finalised in 2013. These included:

1. Office of the Auditor General (OAG) report on the sector overall
2. OAG report on the NIF II pooled fund support
3. Pre-award Audit
4. Fiduciary Risk Assessment (FRA) for the education sector
5. Health check for 2012
6. USAID'S LEADERSHIP IN PUBLIC FINANCIAL MANAGEMENT PFMRAF Stage 2 Report
7. Procurement audit

In addition, the Ministry of Education Strategic Plan (MOESP) programme audit was finalised and refunds were made to the relevant Cooperating Partners.

As a result of these reviews, the Financial Management Action Plan (FMAP) for the MESVTEE was revised, finalised and approved by Senior Management with 13 key strategic actions to implement over the coming years. The Previous FMAP was assessed as having been successfully implemented over 50% of the activities.

With this emphasis on audit and monitoring processes, the number of audit irregularities in annual audits has reduced significantly in recent year in 2012 there only 50 and they are expected to reduce further in 2013 after the audit is concluded.

Within the PAF, there were 4 process level disbursement linked milestones (DLMs) to be achieved in 2013. With mutually agreed extensions for 2 of the DLMs, they were assessed as follows:

Table 19: Status of DLMs

DLM	Status	Amount to be disbursed to MESVTEE
1. 50% of FMAP activities implemented	Fully met	£500,000
2. Education statistics tables for 2013 finalised and shared with stakeholders	Partially met – draft tables were shared but some cleaning of data was still required and the final versions have yet to be provided by the MESVTEE to CPs	£250,000
3. Annual Work Plan and Budget (AWPB) 2014 reviewed (with CPs) and finalised	Partially met – the AWPB draft was shared on time with CPs and comments were provided but for the general side but not science side of the Ministry.	£250,000
4. Field work initiated for the PETS/SDS survey	Not met – delays in setting up the reference committee and in recruitment of adequate TA to deliver was not completed.	0
Total		£1,000,000

DLM 5: National Assessment Survey on literacy and Numeracy at Grade 5 conducted and results disseminated

The National Assessment Survey (grade 5) has been conducted every two years and has been since 1999. It is a representative sample of learners and reviews four key areas: English, Mathematics, Life skills and Zambian languages. The last survey was completed in December 2012 and the results of the survey were widely shared with key stakeholders in 2013, including the preliminary findings that were shared in the JAR in June 2013.

A new NAS survey for grade 9 was conducted in December 2013 and results are being shared in 2014. This is part of an expansion of the National Assessment Survey instruments to broaden the understanding of learning outcomes across the sector and is a complement to the high stakes exams at grades 9 and 12.

DLM6: Proportion of budget allocated to primary and secondary sub-sectors

The proportion of the MESVTEE budget allocated between primary and secondary remained at a sufficient level to achieve objectives for quality education at primary level and had increased from 48.2 percent to 54.3 percent. At secondary level, the allocation also increased from 11.5 percent to 12.3 percent.

Millennium Development Goals

The two MDGs related to the sector are:

- a. Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- b. Eliminate gender disparity in Primary and Secondary Education preferably by 2005 and to all levels of Education not later than 2015.

The past decade has been one of rapid progress towards the Millennium Development Goal of Universal Primary Education (UPE). A remarkable rise in primary school enrolment has been experienced. From 2002 to 2013, statistics reveal that enrolments at primary school level increased from 1.8 million in 2002 to over 3 million in 2013 with about half of those enrolled being female. More children are reaching the last grade of primary school with the aspiration of going onto secondary education. Statistics indicate that in the year under review the completion rate for grade 7 stood at 99.04 per cent.

Zambia has attained gender parity in primary education, but gender disparities are still marked at post-primary education levels. For this reason the Millennium Development Goal of achieving gender equality at all levels of the education sector remains a challenge.

Management of the SNDP

After the amalgamation of the two ministries responsible for education and skills development, joint reporting in the sector continues to be a challenge. In

addition both the large number of stakeholders in the sector and the imperative for consultations and coordination meant that the sector had to continue holding a lot of meetings and write multiple reports which exerted high transaction costs for the sector.

In terms of SAG meetings the sector did not hold any meeting.

Lessons Learnt

- I. Quality of education provided in Zambia has continued to be low;
- II. Pupil performance has generally been low owing largely to poor management at school level. Schools with good management have tended to perform better.
- III. Focus in infrastructure development should be on the construction of more secondary schools as well as staff houses in both new and existing schools.
- IV. Donor funding has continued to play an important role in enabling programme implementation in the sector. As such the timing of their release in 2013 negatively affected programme implementation.

Recommendations and Way Forward

- I. Timely release of funds is crucial in programme implementation;
- II. Ensure predictability in the releases of donor funding to the sector
- III. In order to implement the Free Education from grade 1 to 12 as it is proposed in the Patriotic Front Manifesto, it is inevitable that funding, for Non-PEs, to the sector be doubled;
- IV. With the establishment of additional districts, funding for Non-PEs should be increased;
- V. Construction of staff houses, especially in rural areas should be emphasised if staffing levels are to improve there; and
- VI. Concerted effort should be applied to providing management skills to school managers.